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ABSTRACT

The California Right to Read program is for schools interested in changing or revising their reading programs. Right to Read offers services and materials designed to guide schools through program planning. This approach is based on the philosophy that California Right to Read can most effectively serve a school by working with its staff to plan and implement a total school reading program. California Right to Read, however, does not provide certain services. Right to Read does not offer or recommend any particular reading program. Right to Read tries to help schools, teachers, and students develop the program that is best for them. Also, Right to Read helps schools allocate their reading funds more effectively. The California Right to Read budget is devoted to the provision of services and materials. Among these are the Program Planning Procedure and the services of the regional directors, the Local Education Agency Directors, and the state consultants. (WR)

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California State Department of Education

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CALIFORNIA RIGHT TO READ PROGRAM 1974-75

Brief Description

California Right to Read is for schools interested in changing or revising their reading programs. Right to Read offers services and materials designed to guide schools through program planning. This approach is based on the philosophy that California Right to Read can most effectively serve a school by working with its staff to plan and implement a total school reading program. Each school program should meet the needs of its students, staff, and community.

California Right to Read, however, does not provide certain services. Right to Read does not offer or recommend any particular reading program. The belief is that while there are many excellent programs, no one program is right for every school, every teacher, or every child. Right to Read tries to help schools, teachers, and students develop the program that is best for them. The other service not provided by Right to Read is the distribution of money. Instead, Right to Read helps schools allocate their reading funds more effectively. The California Right to Read budget is devoted to the provision of services and materials. Among these are the Program Planning Procedure and the services of the Regional Directors, the Local Education Agency Directors, and the State Consultants. Following are brief descriptions of each.

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PROGRAM PLANNING PROCEDURE

The Program Planning Procedure (PPP) is a ten step process which will take a school staff through three phases of planning a reading program. Steps 1 and 2 compose a data-gathering or "needs assessment" phase. Here a staff with the help of Right to Read materials (and personnel, if desired) makes a thorough examination of their current reading program by pulling together data covering every phase of that program.

Steps 3 and 4 make up a second phase of planning, which entails deciding on a direction for change. By examining their needs assessment data, a school develops a list of priorities for change, and writes some goal statements reflecting these priorities. At this time, Right to Read provides help in the form of descriptions of other schools in the State with similar problems or concerns, and some of the programs they have developed as a result. This is to help a school in the planning process see actual implementation of programs with similar goals, or examine options for change.

Steps 5-10 of the Program Planning Procedure make up a third phase of staff planning, devoted to program development. The steps provide guidelines for setting down program details such as scheduling, methods of evaluation, teaching approaches, techniques, and organizations to be used in the program, staff development, and materials and supplies needed for implementation. Here the total program is laid out on paper and ready for implementation.

The Right to Read materials supporting the Program Planning Procedure include: a set of three large wall charts for recording needs assessment data and program planning information; a set of Needs Assessment Tables (NAT) to help a school

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collect needs assessment data; a Program Planning Manual, explaining each of the ten steps in detail and giving instructions for effective use of the PPP; a Definition of Terms booklet to standardize terminology used throughout the planning process; and written descriptions of the selected programs which have components that might be beneficial for other schools to look at.

The Program Planning Materials are designed to be flexible. They can be used effectively by elementary, secondary, or adult education programs, by schools with no extra funding or schools with specially funded programs, and by schools with any variety of geographic, ethnic, language, and socio-economic characteristics. For schools with funding sources that require extensive needs assessment and program planning, Right to Read services and materials are complimentary and should be used to help in planning and implementing these programs.

REGIONAL DIRECTORS

For 1974-75 Right to Read has hired six full-time Regional Directors. These are men and women with strong backgrounds in reading who have taught and worked with schools. They will live and work in the six Right to Read regions of the State (see attached map), and will have primary responsibility for serving the Right to Read schools and districts in their regions.

In September of 1974, the Regional Directors will be involved in a three week training session in Sacramento. The purposes of this session will be to fully acquaint them with every aspect of the Program Planning Procedure and accompanying Right to Read materials, to provide them with change agent, communication, and leadership skills, to give them a knowledge of the operation of various reading-related units in the Department of Education, and to prepare them for work in the field with the various districts, schools, and staffs.

During the 1974-75 school year, the Regional Directors will be available to serve the Right to Read schools and districts in each region. They will work closely with the District Right to Read Directors (LEADs) to help schools use the Program Planning Procedure effectively, plan related inservice for schools and LEADs, and help with other aspects of long-range planning.

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LOCAL EDUCATION AGENCY DIRECTORS (LEADS)

Each district which is accepted for the Right to Read Program is required to select one person to serve as its Local Education Agency Director, or LEAD. This does not have to be a full-time position and can be a district or school administrator, a reading specialist, or a classroom teacher, although a person without regular classroom responsibilities is generally more effective. The LEAD must attend a three-day training session near the end of September, and various one-day workshops throughout the year. The purpose of the September session will be to train the LEADs in the use of the Program Planning Procedure and other Right to Read materials.

After the LEAD in each Right to Read District returns from the training session, he or she will be available to give an "overview" of the Right to Read Program Planning Procedure to the different school staffs in the district, and to explain

the services of the Right to Read Program. At this point, each school in a district should be able to decide if it would like to participate in the Program. Although school districts must apply and be accepted in order to receive Right to Read services, once a district has been accepted, the number of participating schools is left to each district to decide.

The LEAD may call on his or her Regional Director for assistance at any time. As with other Right to Read personnel, the LEAD does not operate in isolation, but has the support of the other people and materials described here. Since the LEADS will be trained in the Program Planning Procedure and will have access to Right to Read materials, they can be of great benefit to their districts if used frequently in their Right to Read capacity.

STATE CONSULTANTS

There are presently four State consultants working in the Right to Read unit in Sacramento. Besides being responsible for planning and organizing Right to Read services in the State, the State Consultants act as back-up personnel for the Regional Directors. For instance, if a LEAD has requested the help of his or her Regional Director on a specific day and the Regional Director's calendar is already booked for that day, the LEAD's request would be covered by one of the State Consultants. Right to Read makes an effort to give service whenever and wherever it is needed.

The State Consultants also organize necessary training sessions, sponsor one-day workshops in various areas of program planning throughout the year, and hold Statewide conferences devoted to specific reading concerns. The State Consultants revise and update materials, visit school sites to identify selected programs that will be of benefit to other Right to Read schools, and keep files of products put out by schools in different program components so that these materials may be shared with other schools that have the same concerns.

The State Consultants spend most of the school year working in the field with districts and schools, but always through the Regional Director. The Regional Director is in charge of and responsible for the Right to Read Programs in his or her region and may ask for assistance from the State Consultants, just as the LEADs may ask for assistance from the Regional Directors.

California Right to Read is involved with long-range planning, a concept sometimes difficult for educators who are forced to do so much planning on a day-to-day basis. Using the Program Planning Procedure and other Right to Read services to plan a total reading program, making the most effective use of all resources, is a time and energy-consuming activity. The Right to Read Unit and the California schools that have been involved, have no doubt that the time and energy devoted are well worth the results. Not only is it possible to develop a successful school reading program, but the involvement, enthusiasm, and the commitment that come from people who are working, planning, and making decisions together are beautiful!

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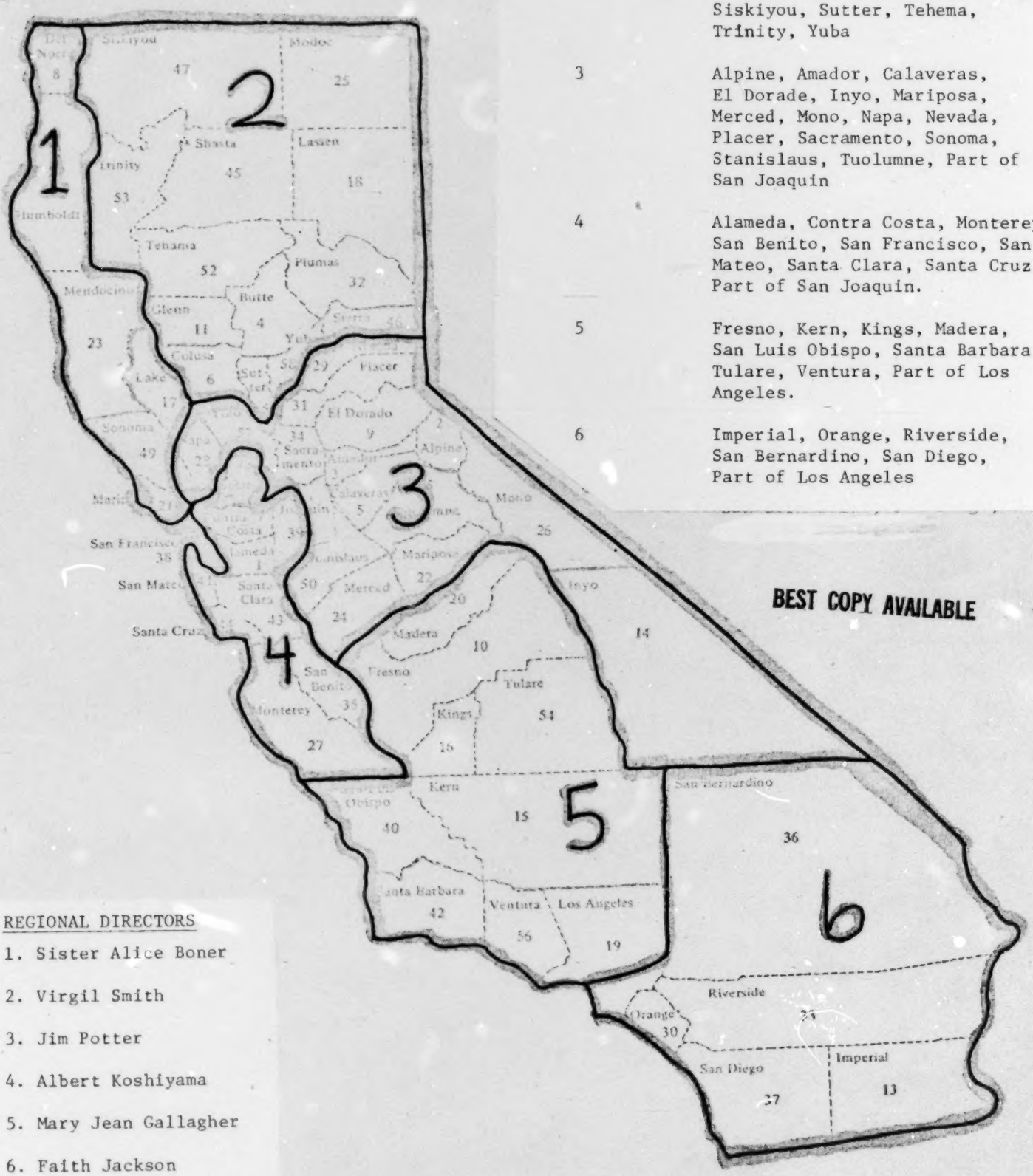
Area	Counties
1	Del Norte, Humboldt, Lake, Marin, Mendocino, Part of Sonoma.
2	Butte, Colusa, Glenn, Lassen, Modoc, Plumas, Shasta, Sierra, Siskiyou, Sutter, Tehema, Trinity, Yuba
3	Alpine, Amador, Calaveras, El Dorade, Inyo, Mariposa, Merced, Mono, Napa, Nevada, Placer, Sacramento, Sonoma, Stanislaus, Tuolumne, Part of San Joaquin
4	Alameda, Contra Costa, Monterey, San Benito, San Francisco, San Mateo, Santa Clara, Santa Cruz, Part of San Joaquin.
5	Fresno, Kern, Kings, Madera, San Luis Obispo, Santa Barbara, Tulare, Ventura, Part of Los Angeles.
6	Imperial, Orange, Riverside, San Bernardino, San Diego, Part of Los Angeles



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REGIONAL DIRECTORS

1. Sister Alice Boner
2. Virgil Smith
3. Jim Potter
4. Albert Koshiyama
5. Mary Jean Gallagher
6. Faith Jackson